

Instructions – TN Disproportionate Underrepresentation Self-Assessment
Child Find and Identification of Students with Disabilities

INSTRUCTIONS

Purpose: School districts identified with Disproportionate Underrepresentation are required to conduct a self-assessment for the review of practices, policies and procedures, which focuses on the district's child find and identification of students with disabilities.

Form Use: The *TN Disproportionate Underrepresentation Self-Assessment* focuses on five areas related to the appropriate identification practices and procedures which may impact the student sub-group that is disproportionately underrepresented. This self-assessment is completed electronically and is submitted to the Division of Special Education for review and evaluation. The State's review and evaluation of each *Disproportionate Underrepresentation Self-Assessment* focuses on whether the district's disproportionate underrepresentation is result of inappropriate identification.

Instructions:

- 1) **Read these instructions** thoroughly before you begin the self-assessment process.
- 2) **Assemble a Review Panel** consisting of persons with relevant knowledge for the probing questions that address the student sub-group that is disproportionately underrepresented. This panel may include, but is not restricted to: Special Education Supervisor, Data Manager, 504 Coordinator, assessment personnel, ESL Coordinator, and the Supervisor of General Education. Be sure to include input from other knowledgeable persons in the school system and community, especially those persons with in-depth knowledge of any cultural differences of the identified student sub-group.
- 3) **Designate a Team Facilitator** to oversee and coordinate the review process and submit the final report.
- 4) **Discuss the purposes for the self-assessment** with the review panel:
 - (a) examination and analysis of district policies, practices and procedures for the appropriate referral and identification of students with disabilities; and
 - (b) identification of specific areas to target for comprehensive improvement.
- 5) **Review and Discuss** the five probing questions included in the self-assessment.
- 6) **Enter basic information** for the school system (page 1 of the *Disproportionate Underrepresentation Self-Assessment*).
- 7) **Conduct a new review for each student sub-group identified with disproportionate underrepresentation.** There are five self-assessment templates provided for each of the race/ethnicity sub-group categories examined by the State.

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- 8) **For each self-assessment, complete the identifying information for the student sub-group reviewed.** At the top of each page in the *Disproportionate Underrepresentation Self-Assessment*, use the drop-down box next to the page title (TN Disproportionate Underrepresentation Self-Assessment #) for each review conducted.

Example: If there is only one student sub-group identified, complete only one self-assessment (Self-Assessment #1). When there are two student sub-groups identified, complete two self-assessments (Self-Assessments #1 and #2), etc.

- 9) **Provide answers to each probing question** in the text boxes or drop-down boxes provided in the *Disproportionate Underrepresentation Self-Assessment*.

- 10) **Remember to Electronically Save** your report periodically as it is completed.

- 11) **Rename the *TN Disproportionate Underrepresentation Self-Assessment*** with your district's name

Example: *Vol County Disproportionate Underrepresentation Self-Assessment*

- 12) **Email the completed *Disproportionate Underrepresentation Self-Assessment* to Ann Sanders-Eakes at Ann.Sanders@state.tn.us no later than September 1, 2008.**